



**Arizona
Department of
Education**

Language Arts Standards Chart for AIMS

Standard 2: Writing

**Proficiency (High School) Level
Reflecting the Blueprint of 08.07.96**

LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 2: WRITING

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<p>Students effectively use written language for a variety of purposes and with a variety of audiences.</p> <p><i>Students know and are able to do all the Readiness, Foundations and Essentials (Grades 5 and 8) PO's, and the following</i></p>	
CONCEPT/Performance Objective	Points*
W-P1. Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings	5 - 8
PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate	
PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)	
PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)	
PO 4. Use parallel structure appropriately	
PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of: capitalization; standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense); spelling, with the use of a dictionary/thesaurus (as needed); punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)	
W-P2. Write a persuasive essay (e.g., editorials, reviews, essays, critiques) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions	15 - 19
PO 1 Write a thesis statement to convey a point of view about a subject	
PO 2. Develop the point of view with ample and convincing support (e.g., details, facts, reasons, examples and descriptions) appropriate to audience and purpose	
PO 3. Create an organizational structure that includes an effective beginning, middle and ending	
PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)	
W-P3. Write an analysis of an author's use of literary elements such as character, setting, theme, plot, figurative language and point of view	5 - 10
PO 1 Develop a thesis that states a position about the author's use of literary elements	
PO 2. Support the thesis with relevant examples from the selection	
PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)	
PO 4. Organize the analysis with a clear beginning, middle and ending	

NOTE: Language Arts assesses points by concept, not by performance objective.

*All concepts will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

STANDARD 2, continued	
CONCEPT/Performance Objective	Points*
W-P4. Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual	8 - 12
PO 1. State a point of view, position or argument about the subject	
PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an ending	
PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources	
PO 4. Follow the guidelines of a selected style manual consistently	
W-P5. Write formal communications, such as a resume, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose	6 - 10
PO 1. Establish a clear purpose for a specific audience	
PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication	
PO 3. Include only relevant information	
PO 4. Use language with an appropriate degree of formality	
W-P6. Write a narrative or story that develops complex characters, plot structure, point of view and setting; organizes ideas in meaningful sequence; and includes sensory details and concrete language to advance the story line	6 - 10
PO 1. Write a first- or third-person narrative or story: develop a point of view; present events in a logical order; develop events that convey a unifying theme or tone; include sensory details, concrete language and/or dialog; use literary elements (e.g., plot, setting, character, theme)	
TOTAL NUMBER OF AIMS PROFICIENCY LEVEL (HIGH SCHOOL) WRITING POINTS	55 - 61

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